

Teacher:	Mr. Keezer
School:	Leo Hayes High School
Subject:	Psychology
Grade:	12
Date :	13-Dec-10

Unit Goal/Theme/Concept	Summative Assessment
Module 29 - Psychological Disorders	Quiz, Movie Project

LESSON MAP

Topic: Defining Psychological Disorders	
Class Objective: <ul style="list-style-type: none"> • Define psychological disorders • MUDA • Scientific and bio psychosocial models 	Assessment:
Materials/ Resources: MUDA table, fact or fiction, graphic organizer	
Text/Audio/Video-based Resources YuTube - Stairway to Light	Features <i>Maps, charts, headings, images</i>

Instructional Strategies/ Procedure for the Class:

Phase 1: Prior Learning (Circle the Type) - Introduction / Review / Warm-up
Time: 5-10 minutes

- Fact or Fiction?
- Have students move to one side of the classroom or the other to cast their vote

Phase 2

Psychological Disorder: harmful dysfunction in which behaviors are maladaptive, unjustifiable, disturbing, and atypical.

- **Maladaptive:** destructive to oneself or others, “mal” = Gr. for “bad”
- **Unjustifiable:** without a rational basis
- **Disturbing:** troublesome to other people
- **Atypical Behavior:** so different that it violates the norm. “a-” prefix for not
 - the behavior is not like other people’s behaviors (so different), and it violates the *norm* - a rule for accepted and expected behavior in a particular culture.
 - In terms of defining psychological disorders, it doesn’t matter if my behavior is unlike yours if we live in *different* cultures; it only matters whether people in *my* culture think my behavior is abnormal
- Statistically speaking, any behavior is atypical if it is not exhibited by 68 percent of the people in a particular group or culture.
 - Who would suffer discrimination if this standard were enforced?
 - What ways of life would be considered abnormal? Homosexuality? Single-parent households? Two-parent households?
 - What ethnic groups would be considered abnormal? What music preferences? What pot-high school choices?

EXERCISE

- A. A man walks up to a window, by or through which no one can see him, carrying a chair. He puts down the chair, opens the window, takes off his clothes, and seats himself on the chair. Why? He says he feels the need for an “air bath”
- B. Every morning, a woman who lives in a Boston suburb asks her husband to bring in the morning newspaper, which the carrier throws just inside their fence. She does this because she is terribly afraid of encountering a poisonous snake. Her husband, concerned about her behavior, repeatedly tells her that there are no poisonous snakes living in their town. Nevertheless, she is afraid to leave the house.
- C. A teenage boy packs a blanket and a bottle of water. Ignoring near-freezing temperatures, he climbs a nearly mountain, spreads the blanket on the ground, sits cross-legged on it, closes his eyes, and remains there throughout the night. In the morning, he runs home and tells his father he has seen a vision.
- D. A teenage girl misses school for 3 days. She periodically breaks into tears. She finds it nearly impossible to get out of bed in the morning, although she cannot sleep for more than an hour or two at a time. She has no appetite and becomes nauseated if people urge her to eat.

Behavior	Subject A	Subject B	Subject C	Subject D
Maladaptive	✗	✓	✗	✓
Unjustifiable	✗	✓	✗	✗
Disturbing	✗	✓	✗	✓
Atypical	✗	✓	✗	✗

HISTORY LESSON

Ancient Babylonians - result of demonic possession and treated them with prayer and magic

Ancient Hebrews - a punishment for sin, sought religion for a cure

Socrates and co., - blamed faulty thought processes for psychological disorders and believed in the healing power of words.

All 3 used humane treatment methods

Unfortunately, not all approaches to treatment have been humane. 15th century Europeans suspected that people showing symptoms of psychological disorders were possessed by demons, and they often tortured or executed the sufferers to oust these bad spiritss

burnings at the stake

beheading (France, guillotine)

By 18th century, people with mental illnesses were often chained and locked up in filthy institutions or displayed like zoo animals.

Philippe Pinel (1745-1826)

- once personal physician to Napoleon Bonaparte
- was assigned to be head physician of a mentally ill hospital
- found patients who had been there 30-40 years
- ruled that those who weren't violent should be released and treated with "modern" medicine
- during his tenure, death rates for patients went from 60 percent to 10 percent.

Pinel saw psychological disorders as sickness, not demonic possession

In 1800s medical researchers had recently discovered the brain-damaging and mind-altering syphilis germ. If the dementia that accompanies syphilis had a physical cause, might it be that all mental disorders could be traced to diseases of the body?

Medical Model - concept that mental diseases have physical causes that can be diagnosed, treated, and in most cases, cured.

Medical model is alive and well today

- contemporary research has uncovered physical causes, both genetic and biochemical, for symptoms of some of the more troubling psychological disorders, including *schizophrenia*.

- medical model designed to find cures
- focuses almost exclusively on nature and almost never on nurture.
- By failing to consider environment or culture, the medical model overlooks the influence of such factors as stress, upbringing, and personal history.

Bio-Psycho-Social Model

- studies both nature *and* nurture

Medical model emphasizes physical causes; does not focus on environmental explanations, such as stress or personal history; BPS thinks of biological as one leg of a three-legged stool.

Phase 3: Closure – Reflection / Assessment / Review
Time: 5-10mins

Enrichment:

Include at least one activity or task that extends the lesson. This can be used for students who have completed the main tasks or if you have completed the lesson and have additional time.

Remediation:

Provide at least one example of how you could simplify the task for students having difficulty.